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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Test** |  | | **Component** | | **Reading** | | | | | | | | |
| **Task Features** | | | | | | | | | | | | | |
| **Skills focus** | |  | | | | | | | | | | | |
| **Task description** | |  | | | | | | | | | | | |
| **Further task focus information** | |  | | | | | | | | | | | |
| **Timing** | |  | | | | | | | | | | | |
| **Weighting** | |  | | | | | | | | | | | |
| **Cognitive processing**  **Goal setting** | | **Expeditious reading: local**  (scan/search for specifics) | | | | | **Careful reading: local**  (understanding sentence) | | | | | | |
| **Expeditious reading: global**  (skim for gist/search for key ideas/detail) | | | | | **Careful reading: global**  (comprehend main idea(s)/overall text(s)) | | | | | | |
|  | |  | | | | | | | | | | | |
| **Cognitive processing**  **Levels of reading** | | Word recognition | | | | | | | | | | | |
| Lexical access | | | | | | | | | | | |
| Syntactic parsing | | | | | | | | | | | |
| Establishing propositional meaning (cl./sent. level) | | | | | | | | | | | |
| Inferencing | | | | | | | | | | | |
| Building a mental model | | | | | | | | | | | |
| Creating a text level representation (disc. structure) | | | | | | | | | | | |
| Creating an intertextual representation (multi-text) | | | | | | | | | | | |
| **Features of the Input Text** | | | | | | | | | | | | | |
| **Word count** | | There are four different sections. Three of them offer longer texts, each of 200-350 words. The fourth offers four short texts totaling around 600 words. The average quantity of reading per section is therefore c. 300 words, and the total word count for all four sections is around **1200 words.** | | | | | | | | | | | |
| **Average sentence length** | | (Tokens) | | | | | | | | | | | |
| **Domain** | | Social | | | Work | | | | | Academic | | | |
| **Discourse mode** | | Descriptive | | Historical/biographical | | Expository | | | Argumentative | | | Instructive | |
| **Content knowledge** | | General | |  | |  | | |  | | | | Specific |
| **Cultural specificity** | | Neutral | |  | |  | | |  | | | | Specific |
| **Nature of information** | | Only concrete | | Mostly concrete | | | | Fairly abstract | | | Mainly abstract | | |
| **Presentation** | | Verbal | | | Non-verbal (i.e. graphs) | | | | | Both | | | |
| **Lexical Level** | | The cumulative coverage reaches XXX% at the K3 level. (XXX at K1, XXX at K2, XXX at K3). XXX%>15K (UG mean XXX)  Academic word list coverage is XXX%  TTR . XXX  Lexical Density XXX  Mean number of modifiers per noun phrase XXX  Mean number of words before main verb in main clause XXX | | | | | | | | | | | |
| **Grammatical level** | | (In terms of the CEFR) XXX | | | | | | | | | | | |
| **Readability** | | Flesch Reading Ease XXX  Flesch-Kincaid Grade XXX  Gunning Fog XXX | | | | | | | | | | | |
| **Topic** | |  | | | | | | | | | | | |
| **Rhetorical organization** | | **Explicit** | |  | |  | | |  | | | | **Not explicit** |
| **Text genre** | |  | | | | | | | | | | | |
| **Intended Writer/Reader relationship** | |  | | | | | | | | | | | |
|  | | **Reliability** | | | | | | | | | | | |
| **Cronbach alpha** | | |  |  | | --- | --- | | Reading | | | AVE p- value | Cronbach's a | | XXX% | .XXX | | | | | | | | | | | | |